



# Reception Learning Journey 2024 - 2025



<u>Kingsway KIT</u>	<u>Kindness</u>		<u>Independence</u>		<u>Teamwork</u>	
<u>Term</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Key Concepts</b>	Baseline assessments Plan for interventions Getting to know the children	Interventions begin Phase 2 phonics	Phase 2 phonics	Phase 3 phonics	Phase 3 phonics	Start Phase 4 phonics Transition phase for Year 1
<b>Projects</b>	My Family & Me Autumn	Celebrations Christmas	Fairytales Winter	Farm Animals Easter	Minibeasts Spring	When I Grow up Summer
<b>Literacy Reading Skills</b>  <b>Linked Texts</b>	The Colour Monster Goes to School All Are Welcome Incredible You My Magic Family The Best Diwali Ever	Room on the Broom Bonfire Poetry Stick Man The Jolly Christmas Postman Elmer in the Snow The Nativity	Jack & the Beanstalk Little Red Riding Hood Goldilocks Dragon's in the City The Gingerbread Man The Three Billy Goats Gruff	Little Red Hen Farmer Duck What the Ladybird Heard Look inside the Farm Trip Recount	Superworm Snail Trail Aaarrgghh Spider! Minibeast Factfiles	A Superpower Like Mine When I Grow Up
<b>Literacy Writing outcomes</b>	Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make.	Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as	Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words.	Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready.	All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.	Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops.

		their name or some initial sounds.				
--	--	------------------------------------	--	--	--	--

<b>Phonics Grammar/ Spelling</b>	<p>Phase 2 Letters and sounds</p> <p>Orally segment simple words e.g. cat, dog. Write their name copying it from a name card or trying to write it from memory.</p>	<p>Phase 2 Letters and Sounds</p> <p>Orally spell VC and CVC words by identifying the sounds. Write their own name.</p>	<p>Phase 3 Letters and Sounds</p> <p>Sounding out to write VC and CVC words independently using Phase 2 graphemes.</p>	<p>Phase 3 Letters and Sounds</p> <p>Sounding out to write VC, CVC and CVCC words independently using Phase 2 and Phase 3 graphemes. Children can spell some tricky words e.g. the, to, no, go* independently.</p>	<p>Phase 3 Letters and Sounds</p> <p>Children using the knowledge and understanding of phoneme - grapheme correspondence to spell words. Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge.</p>	<p>Phase 4 Letters and Sounds</p> <p>Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge. Spelling Phase 4 words if ready. Spell tricky words e.g., he, she, we, be, me* independently.</p>
<b>Maths</b>	<p>Getting to Know you: settling in, routines, exploring provision.</p> <p>Just like me! : match, sort and compare amounts. Compare size, mass and capacity and patterns.</p>	<p>It' me 1,2,3!: Representing, comparing and composing 1, 2 and 3. Exploring circles, triangles and positional language.</p> <p>Light and dark: Representing numbers to 5. One more and one less to 5. Shapes with 4 sides and Time.</p>	<p>Alive in 5: Introducing 0. Comparing numbers to 5. Composition of 4 &amp; 5. Comparing mass and capacity.</p> <p>Growing 6,7,8: 6,7 &amp; 8. Combining two amounts, making pairs.</p>	<p>Growing 6,7,8 (Continued): Length and Height, Time.</p> <p>Building 9 and 10: Counting to 9 and 10, 3D Shapes, spatial awareness and patterns.</p>	<p>To 20 and Beyond: Building numbers beyond 10. Counting patterns beyond 10. spatial reasoning, match, rotate, manipulate shapes.</p> <p>First, then, now: Adding more, taking away. Spatial reasoning, compose and decompose.</p>	<p>Find my pattern: doubling, sharing, grouping, odd and even. Spatial reasoning, visualising and building.</p> <p>On the move: deepening understanding, patterns and relationships, spatial reasoning, mapping.</p>

UTW - The World Science	Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world	Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what 're-cycle' means and why we should do it.	Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what 're-cycle' means and why we should do it.	Children learn about the seasons and know it is Spring. Children talk about the seasons and have some understanding about the changes that happen in the world.	Children are confident at naming a range of animals and their habitat. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles)	Discussions around human lifecycles and how we grow and change - children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look - what is the same and what is different. Naming body parts and how to keep ourselves healthy.
UTW Linked Geography	Children can draw a simple map and listen to stories with maps. Children recognise some common signs.	Children use positional language.	Children can use positional language and extend this to using a BeeBots or instructing a friend to move. Children recognise some environments are different to the one in which they live.	Children can confidently programme a BeeBot. Children can talk about technology and how it can help us direct ourselves - Google Maps.	Children can draw information from a simple map and identify landmarks of our school walk.	Children can create own maps using grid paper and symbols (x marks the spot treasure maps)

UTW Linked History	Children talk about members of their family and the relationship to them e.g. Mum, Dad. Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these.	Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books. Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.	Children can order experiences that have happened to them and in stories they have read. Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location. Understand some changes in the natural world around them, including the seasons.	Children recount an event that has happened. Children know that you can find out information from different sources	Children visually represent their own day on a simple timeline. Children describe images of familiar situations in the past when looking and contrast images or stories. Children are taught about growth and change.	Children talk about and understand changes in their own lifetime and what happens when they get older. Children talk about roles people have in society (both in the present and past). Children understand the need for these roles.
--------------------	---	---	---	---	---	---

<p><b>Creative Linked Art and Design</b></p>	<p>(Knowledge) Know the names of many colours and uses these in their work.</p> <p>(Skill/Knowledge) Exploring the painting area within the setting, using the area independently or with support and using techniques of Artists studied this term.</p>	<p>(Skill) Explore a range of colours and how colours can be changed e.g. colour mixing.</p> <p>(Knowledge) Knowing pictures do not need to use multiple colours. Working on choosing particular colours for the painting they are creating.</p>	<p>(Skill) Explore the colour work of the artists studied this term. Purposely choosing a colour when creating.</p> <p>(Experience) Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand.</p>	<p>(Skill) Exploring the colour work of Andy Goldsworthy - Nature.</p> <p>(Skill) Children continuing to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists.</p>	<p>(Skill) Exploring how to change colours through colour mixing and how white and black can change a colour.</p> <p>(Experience) Continue to develop a wide range of experience with using paint on a small and large scale.</p> <p>Explore using different brush types and noticing artists who also do this.</p>	<p>(Skill) Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used.</p> <p>(Skill) Children knowing what they want to paint and why using their imagination and feelings - they can explain why they've chosen their materials and how they may do it differently next time.</p>
<p><b>EAD - Music</b></p>	<p>Singing simple well know songs and rhymes, introducing new daily rhymes.</p> <p>Describing the sounds I can hear.</p>	<p>Nativity Performance - joining in with the words to sings and using actions.</p> <p>Listening to music.</p>	<p>Exploring musical instruments including body percussions.</p> <p>Playing instruments in time and in a simple composition.</p>	<p>Experimenting with changing my voice with different tempo, pitch and dynamics.</p> <p>Describing instrument sounds.</p>	<p>Singing a range of familiar nursery rhymes and songs - singing sometimes in tune.</p> <p>Talk about how music makes me feel.</p>	<p>Performing songs, rhymes, poems and stories and moving in time with the music.</p> <p>Composing and adapting my own music using my voice and with instruments.</p>
<p><b>Physical Development Linked PE</b></p>	<p>Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table.</p> <p>Begin to safely use tools and equipment.</p>	<p>Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.</p>	<p>Continue to develop overall body strength, balance and coordination.</p> <p>Developing in ability when dancing to music.</p>	<p>Negotiates space successfully and can adjust speed and direction.</p> <p>Showing increasing control with a ball.</p>	<p>Using equipment safely with consideration to others.</p> <p>Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Negotiate space and obstacles safely.</p> <p>Show strength, balance and coordination when playing.</p> <p>Move energetically in a range of different ways.</p>
<p><b>PSHE</b></p>	<p>Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children if ready.</p>	<p>Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they need it.</p>	<p>Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to share</p>	<p>Children are building relationships through play and talk and conserve to many of their peers.</p>	<p>Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.</p>	<p>Children know if they have hurt someone's feelings and will apologies without being asked.</p> <p>Children know some children might like or dislike the things they do and that it is okay.</p>

	<p>Children using pencils and other equipment comfortably for them.</p> <p>Children making snips in paper either using one hand or two.</p>	<p>Children continuing to develop their fine motor skills.</p> <p>Children beginning to learn correct letter formations and use these in their writing.</p>	<p>Developing an effective pencil grip.</p> <p>Developing skill when using tools including scissors.</p>	<p>Children forming recognisable letters with an effective pencil grip.</p>	<p>Confidently using scissors and small tools.</p> <p>Beginning to use a tripod grip to draw and write accurately.</p>	<p>Children look after each other and want to help their friends.</p> <p>Children using the tripod grip.</p> <p>Using a range of small tools.</p> <p>Showing accuracy when drawing.</p>
RE	Special People	Christmas	Celebrations	Easter	Stories	Special Places
School events	Parent's Evening	<p>FS Christmas Performance</p> <p>Anti-bullying week</p>		Parent's Evening	School Trip	<p>Sports Day</p> <p>F2 Graduation</p>